

Technical Review Coversheet

Applicant: Saint Leo University Inc. (S336S220024)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	24
1. Project Evaluation	20	18
Adequacy of Resources		
1. Adequacy of Resources	30	26
Quality of the Project Evaluation		
Quality of the Management Plan		
1. Management Plan	20	15
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	0
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	92
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Technical Review Form

Panel #6 - Panel - 6: 84.336S

Reader #1: *****

Applicant: Saint Leo University Inc. (S336S220024)

Questions**Selection Criteria - Quality of Project Design****1. A. Quality of the Project Design (30 points)**

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- (i) The extent to which the proposed project demonstrates a rationale.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(iv) **The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**

(v) **The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.**

(vi) **The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

i. The applicant provides a clear rationale of the proposed project. The applicant provides strong evidence of the needs being met through this proposed project. The applicant details each component of the project using the logic model to support guiding practices. The logic model clearly aligns inputs, activities, outputs, and outcomes to the goals of the proposed project (e82). Project activities are guided by research and practice that result in inviting paraprofessionals to pursue bachelor's degrees to become highly qualified teachers.

ii. The applicant clearly communicates the goals, objectives, and outcomes for this project. Goals are correlated with the objectives, outcome measurements, and assessment of success. For example, Object 2 looks to recruit and add 10-15 certified teachers to high need schools (e24). Outcomes will include percent changes of graduates who attain state certification within 1 year, percent changes of credential graduates hired by participating high-need LEAs in high need subject areas (e25).

iii. The applicant shared how this project is a part of a comprehensive plan to improve teaching and learning and support rigorous academic standards for students. Specifically, programs such as the "Grow Your Own" address using paraprofessional pool for teacher candidates (e28). These programs address retention and diversity issues.

iv. The applicant produces clear evidence that the proposed project reflects current knowledge from research and effective practice. For instance, this program will align academic achievement through mentorship. Mentorship will pair paraprofessionals with mentors that fit specific needs such as support with assignments, lesson planning, and delivery (e35).

v. The applicant strongly displays how performance feedback and improvement are integral to the project design. For example, coursework will include literacy strategies as an intervention for student improvement. Data from coursework will be used for real-time adjustments based on the needs of the students (e40).

vi. The applicant provides evidence of long-term outcomes that the proposed project is designed to build capacity and yield results that will extend beyond the grant period. Specifically, using the advisory board, that will be created to include program stakeholders, to engage community members, foundations, and companies to secure additional funding support. The pipeline from paraprofessionals to classroom teachers will create a long-term pathway for LEAs that are in need (e41).

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Weaknesses:

i. None noted

ii. The narrative does share targeted goals and outcomes. However, the applicant did not clearly state specific or measurable objectives that are quantifiable (e24-25).

iii. None noted

iv. None noted

v. None noted

vi. None noted

Reader's Score: 24

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(i) **The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**

(ii) **The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

Strengths:

i. The narrative provided evidence of an evaluation plan that will use a mixed-methods study that will examine the project's feasibility and effectiveness through both formative and summative data. Outcomes will be explored by LEA and characteristics of participating students and explore whether their outcomes in the P2P program are as good as, if not better than, traditional students in the regular course of study (e46).

ii. The narrative provided evidence that the evaluation methods will provide valid and reliable data that is relevant to

outcomes. Evaluation and research connected with this program will be used to document the activities and outcomes that will provide accountability to the project (e49). For example, Data will support continued understanding of factors that result in specific student outcomes, which will inform continued project implementation using Results-Based Accountability (e49).

Weaknesses:

- i. None Noted
- ii. None Noted

Reader's Score: 18

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources,

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from the applicant organization or the lead applicant organization.

(ii) The extent to which the budget is adequate to support the proposed project.

(iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

i. The applicant adequately provides clear evidence they have support including facilitates, administration of the grant, and expertise and learning resources. For example, various locations of Saint Leo University will ensure facilities are provided for the project including tech classrooms, computer labs, etc., for students to use. Also, counseling and prevention services also from Saint Leo University will provide wellness support for all students who participate in this project (e49-50).

ii. The application clearly described an outlined budget that will be adequate to support the proposed project. The applicant dictates that this project will build capacity that can continue after the project ends. Specifically, matched requested and matching funds (e57).

iii. The narrative provides strong evidence of the costs of the proposed grant is reasonable. For example, the project is deemed significant and has potential to grow. Using this model to recruit, train, and support this pipeline, graduates of this program will reach and teach many more students over time than comparable peers (e58). The cost of the project is reasonable as it will see a growth over time (e59).

iv. The narrative provides evidence that the proposed project and its partners have the resources to operate beyond the grant. For example, the partnership has four years of history (e59).

v. The applicant clearly demonstrates the partners' commitment to the proposed project's implementation and success. For example, the partnerships and commitment from stakeholders will establish a long-term pathway of success (e59).

Weaknesses:

- i. None noted
- ii. None noted
- iii. None noted
- iv. The applicant does not clearly demonstrate the resources to operate the project beyond the length of the grant. Therefore, making it difficult to assess this sub-criterion (e59-60).
- v. None noted

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and

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milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

- i. The applicant provides a structured management plan that includes a timeline of activities along with aligned goals and objectives. The plan also defines the responsibility of all partners for accomplishing tasks. Table F shares the work plan and timelines (e62-63).
- ii. The applicant provides a thorough plan for ensuring feedback and continuous improvement in the operation of the proposed project. For example, data will be reviewed to access student progress (e65). Data will be regularly checked by internal efforts including the advisory board and Christine Picot (e66).

Weaknesses:

- i. While there is a work plan that includes timelines, clarity is needed to know the exact times. For example, an information session will happen bi-monthly. Also, no milestones are shared.
- ii. None noted

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

- a) **High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.**
- b) **Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.**

Strengths:

- a) The applicant gave clear and strong evidence of how the CPP1 will be addressed to recruit teachers for underrepresented populations and provide support. Recruiting paraprofessionals in high needs schools with a focus on schools in the Transformation Network in HCPS, and high needs schools in NEFEC, and CCSD. These schools will be the target for induction and retention within their P2P program. Support will be provided to the districts and schools within this network to recruit paraprofessionals that represent the school/community's diverse needs (e30).
- b) The diverse demographics listed in Table (B), targeted recruitment of paraprofessionals within these schools will be the goal of the P2P program serving to organically address the need for diverse educators (e31).

Weaknesses:

- a) None noted
- b) None noted

Reader's Score: 4**Competitive Preference Priority - Competitive Preference Priority 2****1. Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

The applicant provided strong evidence of how CPP2 will be addressed to increase the diversity of educators. For example, 50% of Saint Leo University completers are working for Hillsborough County public schools. Table C provides additional information on trends beginning in 2017 to 2022, increasing every school year (e32).

Weaknesses:

None noted.

Reader's Score: 3**Competitive Preference Priority - Competitive Preference Priority 3****1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

- a) **Fostering a sense of belonging and inclusion for underserved students.**
- b) **Implementing evidence-based practices for advancing student success for underserved students.**

Strengths:

a) The narrative demonstrates how the program will foster a connection for underserved students. Project participants will be invited to orientation to onboard students to the program. Candidates will also participate in ongoing mentorship (e20).

b) The Peer Leader program will follow 10-15 teacher candidates and pull from upperclassman that has successfully completed 1 year of Block 1-course work (e20).

Weaknesses:

None noted.

Reader's Score: 2**Competitive Preference Priority - Competitive Preference Priority 4****1. Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for

underserved students.

a) In one or more of the following educational settings:

- (1) Early learning programs
- (2) Elementary school.
- (3) Middle school
- (4) High school
- (5) Career and technical education programs.
- (6) Out-of-school-time settings.
- (7) Alternative schools and programs.

b) That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

The applicant did not apply for CPP4.

Weaknesses:

The applicant did not apply for CPP4.

Reader's Score: 0

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

The project will build off an already existing project that has been proven to work.

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Weaknesses:

None noted

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Reader's Score:

Status:

Last Updated:

0

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Status: Submitted

Last Updated: 06/09/2022 09:30 PM

Technical Review Coversheet

Applicant: Saint Leo University Inc. (S336S220024)

Reader #3: *****

Points Possible

Points Scored

Questions

Selection Criteria**Quality of Project Design**

1. Project Design	30	23
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Quality of the Project Evaluation

1. Project Evaluation	20	18
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Adequacy of Resources

1. Adequacy of Resources	30	25
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Quality of the Management Plan

1. Management Plan	20	15
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Priority Questions**Competitive Preference Priority****Competitive Preference Priority 1**

1. Educator Diversity	4	4
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Competitive Preference Priority 2

1. Diverse Workforce	3	3
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Competitive Preference Priority 3

1. Meeting Student Needs	2	2
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Competitive Preference Priority 4

1. Promoting Equity	2	0
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Invitational Priority**Invitational Priority**

1. Grow Your Own	0	0
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Total	111	90
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Technical Review Form**Panel #6 - Panel - 6: 84.336S****Reader #3:** *******Applicant:** Saint Leo University Inc. (S336S220024)**Questions****Selection Criteria - Quality of Project Design****1. A. Quality of the Project Design (30 points)**

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- (i) The extent to which the proposed project demonstrates a rationale.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge

from research and effective practice.

(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

(vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

(i) The proposed project provides a detailed rationale for the program. The proposed project provides information about the need for this program. The applicant included a logic model that displayed the inputs, activities, outputs, and outcomes of the program. The logic model identifies the goals and outcomes of the proposed project. The proposed project discusses the need to offer a degree and certification to fulfill the teacher vacancies for the unlicensed people who have stepped into those open positions. (e82)

(ii) The proposed project distinctly conveys the goals, objectives, and outcomes of the program. The goals are aligned with the objectives, outcome measurements, and assessment of success. The proposed project provides examples of quantitative results demonstrating the specific measurability of the outcomes. (e24)

(iii) The proposed project describes how it plans to advance teaching and learning and support rigorous academic standards for students. The proposed project creates a pipeline through the schools with the "Grow Your Own: program created by the Saint Leo School District. (e28)

(iv) The proposed project documents evidence that the proposed project describes an up-to-date knowledge from research and effective practice. The proposed program will provide a variety of mentorship for the paraprofessional students, tutoring for the paraprofessionals, and intervention of K-5 students. (e37)

(v) The proposed project provides adequate information regarding the performance feedback and continuous improvement of the program. The proposed project details information about the Teacher Academy for paraprofessionals to provide feedback and teach them how to make improvements. (e41)

(vi) The proposed project describes the plan to build capacity and yield results that will extend beyond the federal grant period. The proposed project detailed information where the Advisory board partners will work together to further develop the program after the end federal grant period. (e41)

Weaknesses:

(vi) The proposed project discusses building capacity beyond the grant period, yet it does not provide any financial information regarding how this will be accomplished.

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Reader's Score: 23

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

ii)The proposed project provides detailed information about the methods of evaluation ensuring that they are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the program. The proposed project describes the qualitative and quantitative assessment used to evaluate the goals and objectives outcomes. The evaluators discussed in the proposed program have experience with programs being evaluated. (e44)

Weaknesses:

(i) The proposed project provides information regarding what is being evaluated but some of the categories can be combined to be more concise.

Reader's Score: 18

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
- (ii) The extent to which the budget is adequate to support the proposed project.
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
- (iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.
- (v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

(i) The proposed project provides adequate evidence of the support including facilities, equipment, supplies, and other resources that are available for participants in the program. The proposed project lists several different facilities that are available for use for the program, library resources provided, the technology department for support, the center for

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research, counseling and prevention services, student support services, and the learning and teaching center. (e49-55)

(ii) The proposed project discusses the budget and the method of acquiring matching funds for the program. (e57)

(iii) The proposed project describes the plan of sustaining reasonable cost for the program. (e59)

(iv) The proposed project provides information of ongoing resources used to operate the program. The proposed project describes the Memorandums of Understanding and the letter of commitment detailing the matching funds to continue beyond the grant funding period. (e59)

(v) The proposed project provides evidence of commitment from each partner to assist in the implementation of the program. The Memorandum of Understanding, the University, and LEAs demonstrate commitment. (e60)

Weaknesses:

(i) None Noted

(ii) The proposed program discusses the budget but lacks providing concert numbers of the finances.

(iii) The proposed project documents reasonable cost but does not give specific details.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

- (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

(i) The proposed project presents an organized management plan that provides a timeline of activities with specific goals and desired outcomes. The proposed project explains the responsibility of all partners. (e62-63)

(ii) The proposed project discusses significant procedures for ensuring feedback and continuous improvement in the operation of the proposed project. The proposed project includes information about data collections, bimonthly district meetings, advisory boards providing feedback, and specific evaluation tools. (e66)

Weaknesses:

- (i) The proposed project provides confusing information regarding the meaning of biannually and there are not specific milestones in the timeline.
- (ii) None noted

Reader's Score: 15

Priority Questions

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Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

- a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.**
- b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.**

Strengths:

- (a) The proposed project describes the recruitment process as teachers should include participants that mirror the ethnicity of most of the underserved students. Most of the students are Hispanic, African American, and are eligible for free and reduced lunch. (e31)
- (b) The proposed project provides evidence through Table B that describes the perspective teachers with a diverse workforce. (e31)

Weaknesses:

None Noted

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

The proposed project provides a clear description of how the program will increase the diversity of educators. The proposed project describes the trends and the diversity of Saint Leo. (e31)

Weaknesses:

None Noted

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Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

- a) Fostering a sense of belonging and inclusion for underserved students.
- b) Implementing evidence-based practices for advancing student success for underserved students.

Strengths:

- (a) The proposed project includes three action plans through intentional courses and programs such as University Mentors and Peer Leaders to address the inclusion for underserved students creating a sense of belonging. (e20)
- (b) The proposed project plans to implement specific literacy practices in each course to advance student success. (e21)

Weaknesses:

None noted

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

- a) In one or more of the following educational settings:
 - (1) Early learning programs
 - (2) Elementary school.
 - (3) Middle school
 - (4) High school
 - (5) Career and technical education programs.
 - (6) Out-of-school-time settings.
 - (7) Alternative schools and programs.
- b) That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

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This competitive preference priority was not addressed.

Strengths:

This competitive preference priority was not addressed.

Weaknesses:

Reader's Score: 0

Invitational Priority - Invitational Priority Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

1.

The applicant describes the program titled "Grow Your Own" which is partnered with other local and regional programs that

have developed partnerships to provide a pipeline to teacher shortages.

Strengths:

None Noted

Weaknesses:

Score:

Status:

Last Updated:

Submitted

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